

In addition to this individual instruction, small groups may work together when they are on the same level or on the same subject matter. This does not mean that students are ever in competition with each other, but that they learn from each other and provide mutually beneficial learning help and support.

The philosophy of the program concerning facilities is that the teacher is the most important element in the program, all arrangements and facilities being secondary. In the Moyer's program chairs were placed in rows rather than in circles or small groups. In the R.C.A. program the setting included tables and chairs. Refreshment facilities are available and participants may move about freely.

The physical placement of the class in an industry is important. Since a large population in the Ephrata community are "plain people," that is, of Mennonite and Amish faiths, a school setting is considered inappropriate. Thus, besides providing a classroom where workers for Moyer's Company may stop in during their "coffee breaks," it also provides a "neutral ground" to which all segments of the community can come with ease.

PRE-PLANNING

Because this program with the Walter W. Moyer Company has been in operation for some eight years, the pre-planning activities may not be relevant to how this program operates at present. However, some general pre-planning activities the Intermediate Unit engages in may serve to indicate how this phase is typically handled.

The Director of Adult Basic Education believes in making the first contact with an industry at the plant manager or presidential level. The second step is an arranged meeting with a person in the plant who is directly responsible for training. At this meeting the service to be provided by Intermediate Unit 13 is discussed along with the logistics of the course to be taught. Once the course is agreed to, a plan for recruiting students is also discussed.

Mrs. Royce then selects the instructors and sees that the curriculum is developed and that materials are made available. Lastly, a meeting is held four weeks prior to actual program start-up where the industry representative and the instructor discuss the course and work out final problems.

While there is no participation in the pre-planning by participants, it is important to note that the Intermediate Unit makes use of some teacher aides who have graduated from other

such courses. With their presence there is, in that sense, some participant involvement. Community representatives, unions and industry supervisors are not involved in the pre-planning activities, although they are made aware of the program existence.

There is no formal documentation of these activities. Some memos and notices do exist and may be compiled into a pre-planning document. There are monthly and yearly reports which will be discussed in the evaluation section of this report.

FUNDING AND MATERIALS

The funding for this cooperative adult education program comes under a categorical adult basic education grant received from the state of Pennsylvania as a result of Federal Adult Basic Education funds. Each year the Director of Adult Basic Education submits to the State Department of Education an application which shows overall expenditures for Lancaster County Adult Basic Education programs. This application describes the problem, the Adult Basic Education effort as a whole, the time schedule, the area of study, and the staff with their general responsibilities.

The program at Moyer Company is listed as one effort in this application among some fifteen other components. This listing includes proposed beginning and ending dates, times, length of classes and days of operation. Thus, the budget is prepared for the total Adult Basic Education effort rather than a separate budget for each program.

This application for funds is made in April of each year for the following fiscal year. This requires Mrs. Royce to estimate enrollment and plan for the courses well in advance of actual start-up.

There are no estimates as to the distribution of costs borne by each of the cooperating parties. Mrs. Royce has used an estimate of local input for the total Adult Basic Education/General Equivalency Development program when applying to the State Department of Education for funds. This estimate may be used as a matching figure when applying for federal funds. Representatives of the Moyer Company could not estimate a dollar figure as to their contribution of facilities and equipment.

Other cooperative programs carried out by the Intermediate Unit have done some more precise costing. R.C.A. for example estimates an out-of-pocket cost of \$12.50 per student for the General Equivalency Development program in their plant. This covers such items as the test fee and the recognition banquet and award. Other costs, such as the time away from the work

station (two hours a day, two or three times per week), have not been computed in this program, nor have the facilities costs been calculated. If these costs were figured the industry's contribution would be estimated considerably higher.

There is no written contract between the industry, Moyer Company, and Intermediate Unit 13. There have been some memos distributed, but these are not considered as a contract.

Participants are not required to pay anything for the program. In the Moyer program they do have to pay for the General Equivalency Development Test fee. In the R.C.A. program, however, those who passed the General Equivalency Development Test are reimbursed for this cost by the company.

The Intermediate Unit 13 does generally make use of certain in-kind services for cooperative programs not specified for the Moyer program. At times, when transportation was a problem, they have received aid from the Lancaster Area Retarded Citizens groups in the form of use of their bus to transport participants. Also with some cooperative programs, some materials may be purchased through an arrangement where that company has an affiliation with the materials supplier, thus giving a reduced cost. This is the case with R.C.A.

ADMINISTRATION

Mrs. Sherry Royce, the Director of Adult Education for Intermediate Unit 13, has the authority to hire and fire teachers, close out or combine programs, or start new programs. She maintains a quality control of teachers by hiring them on a part-time basis until they have proven their capability. A copy of the proposed organization chart for this section of the Intermediate Unit is attached. This has not yet gone into effect but does represent some future planning for administrative organization.

The Intermediate Unit 13 Board reviews all new proposals for funding. The proposals are generally stated in broad, non-specific language, and cover a number of projects. The membership of the Intermediate Unit 13 Board consists of approximately fourteen members. Each member is appointed from among the elected school board officials of his or her district.

The final control of all day-to-day operations is the responsibility of Mrs. Sherry Royce. However, Mr. Nelson Glatfelter "unofficially" supervises the daily operations at Moyer's. There are no written job descriptions for teachers. Prior to 1975 there was a bi-monthly newsletter called The Advisor which was used as a part of the communication process.

100

06

ADULT EDUCATION INTERMEDIATE UNIT 13



ERIC
Full Text Provided by ERIC

Welcome to the Adult Basic Education Program! This program includes:

1. Preparation for the GED: A free ABE class to review the basic skills of reading, math, and usage. Each adult works individually at his own level.
2. English as a Second Language: A free ABE class stressing speaking English. Reading, writing, citizenship and driver training are also offered in all classes.
3. Basic Studies: A free Basic Reading class to help adults who have had difficulty in learning to read. A free Basic Education class for the special education adult.
4. Career Education: A pre-vocational class dealing with the skills necessary to choose a job, and succeed on the job in the world of work.

You will be a member of one of these classes. Please try to attend class twice a week as your schedule permits. This folder lists your class attendance, the record of your academic assignments and the special class programs in which you may participate. Kindly keep it up to date, and if you have any questions concerning your assignments, ask your teacher.

Class Programs

Vo-Tech Visit _____	Drug Seminar _____	Ecology Unit _____
Income Taxes _____	Consumer Ed. _____	Local Elections _____
Library Unit _____	U.S. Government _____	Human Relations _____
Parent Effectiveness Training _____	Family Health _____	

STUDENT FOLDER
(Inside)

Address: _____ Telephone: _____

Date Starting: _____ Birthdate: _____ Age: _____

Last school system attended: _____ Highest grade completed: _____ When: _____

GED Test - Date Taken: _____ Scores: Engl. _____ SS _____ Sci. _____ Lit. _____ Math _____ Date Passed: _____

ENGLISH

Pretest Score: _____
Assignment: 2200 _____ 2600 _____

- | | |
|----|-----|
| 1A | 7A |
| 1B | 7B |
| 2A | 8A |
| 2B | 8B |
| 3A | 9A |
| 3B | 9B |
| 4A | 10A |
| 4B | 10B |
| 5A | 11A |
| 5B | 11B |
| 6A | 12A |
| 6B | 12B |

READING

Initial Assignment:

SRA _____	EDL _____
	SS _____
	Sci _____
SS _____	Sci _____

MATH

Comprehensive Pre-test: _____

1. Whole Numbers
2. Fractions, Add. & Sub.
3. Fractions, Mult. & Div.
4. Decimals
5. Metric Geometry
6. Angles
7. Measurement & Measures
Linear Measure
8. Measurement & Measure
Area & Volume
9. Decimals & Percent
10. Polygons
11. Number Sentences

STUDENT FOLDER
(Inside)

ENGLISH

Midway Test A _____
Test B _____
Final Test _____

Basic English Test _____

Additional Assignments

1
2
3
4
5
6
7
8
9
10

READING

Cowles Diagnostic Tests:
Social Studies _____
Science _____
Literature _____

Social Studies:

1	6
2	7
3	8
4	9
5	10

Science:

1	6
2	7
3	8
4	9
5	10

Literature:

1	6
2	7
3	8
4	9
5	10

Additional Reading Assignment

MATH

12. Integers
13. Ratios and Right Triangles
14. Squares, Square Roots and Right Triangles
15. Sample Math Test ARCO book
16. Chap. 4 Fundamental Mathematics Advanced Holt
17. Chap. 9 Fundamental Mathematics Advanced Holt
18. Chap. 5 Fundamental Mathematics Advanced Holt
19. Graphs, General Math Ability
20. Word problems from pp. 261, 262, 271. Arco

Final Test

STUDENT FOLDER
(Back Cover)

Please circle the dates you attend class. Thank you.

September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Classes will be closed: Thanksgiving Vacation - Thursday and Friday

Christmas Vacation - December 18 to January 3

Easter Vacation - Good Friday and Easter Monday

Students receive a check-off folder which they carry as their record of progress. A copy of the folder was found earlier in this report. Since the folder requires a teacher entry at the completion of each module, one could say that the folder serves as a communication device for students and teachers. Students have access to their permanent records, upon request. Mr. Gene Newcomer is in charge of counseling services. Mr. Newcomer visits the class locations at regular intervals. At other times he is available for telephone counseling. Either students or teachers may use his services.

An advisory board exists in Lebanon County which is one of the counties in Intermediate Unit 13. However, the Moyer Company located in Ephrata, Pennsylvania is not in Lebanon County and there is no advisory board for the project being studied.

Paper work is kept to a minimum. Not all tests or measures of achievement are in written form, but some are. There are pre-tests and post-tests in most subject areas. Interviews and other non-written measures are used. For example: An interview is given at the time of the General Equivalency Development Test. Also there are ongoing conferences and discussions, individually or in small groups with teacher and students participating.

JOB PLACEMENT

Since the program at Moyer's is an open community program, job placement does not apply. In other sites such as R.C.A., a high school education may be a prerequisite for promotion.

COMMUNICATIONS

The communications system is largely verbal; however, up until last year there was an Intermediate Unit 13 internal publication called The Advisor. This included articles on teaching techniques and new ideas for the staff.

The State Director of Adult Basic Education is kept informed by means of an interim report, final report and monthly attendance report. These are prepared by Mrs. Royce and forwarded to the state office in compliance with state and federal regulations.

In the local community, people are made aware of the program by means of the local newspaper. Stories of individual success and recognition of accomplishment often appear to inform the local population.

In order to maintain close communication between the instructor and the participants, hiring practices tend to select empathic teachers who will listen to and communicate with each other and students. Teachers are not hired to teach in the districts in which they teach full-time at other grade or age levels. This allows them to not be hampered in developing communications with students whom they may have had contact with earlier.

The student folder is also used to establish and maintain communication. As noted before these folders carry attendance information, record of progress and general instructions. The folders are kept by the student while other records are kept by the program instructors.

EVALUATION

While there are no written evaluation plans, internal evaluation is carried out in a number of ways. Most importantly, the number enrolled and how many pass the test are the prime evaluation criteria. This is because successful completion of the General Equivalency Development Test is the program's primary objective.

Mrs. Royce, the Director of Adult Basic Education is responsible for the evaluation. She has the responsibility to report to the State Director for Adult Basic Education with the interim and final reports.

Every other year, students are asked for their opinions of the program. In this process participants are given the chance to make suggestions for changing or improving the program.

Follow-up data on participants have not been collected. Nor have spin-offs been systematically assessed. However, follow-up is done, by the teacher, on participants whose attendance falters. Visits are made to the person's home to determine reasons for non-attendance and to see if a new program can be worked out.

ACCEPTING AND SCREENING PARTICIPANTS

Since participation in this cooperative program is open to all adults in the community, there is no formal screening procedure. What screening is done is performed "humanely." As an example, a young man who had been in six different schools in two years was not referred elsewhere even though his grade level

diagnosis indicated another placement might be appropriate. Rather, he was given special attention by that teacher in order to provide him with some "success" experience.

In "closed" programs such as the R.C.A. effort, participants are somewhat screened as to their availability in relation to leaving their work places. In this case the decision would be made by the supervisor and personnel departments. However, with R.C.A. the supervisors were most supportive and encouraged attendance for most of their workers.

ADVERTISING

It appears from discussion with some participants that a prime motivation of attendance is the hope of job upgrading. However, the course is not advertised as such and in fact when participants enter the program they find its primary thrust is on personal satisfaction.

The methods used in publicizing the availability of the program include the following:

1. Community and industry bulletin boards
2. Paycheck inserts (see attached R.C.A. letter)
3. Radio and television spot announcements
4. Newspaper stories about outstanding students
5. Inserts in area telephone bills
6. Notices sent home with students of the local schools
7. A slide presentation for service groups and others
8. Notices to supervisors (see attached note used by R.C.A.)

People connected with the program believe the most effective method of advertising is by word-of-mouth. Many participants indicate they heard of the program from others who were enrolled in the program or had completed it. The use of graduates of the programs as teacher aides helps in this process.

An additional form of advertising is the recognition dinner some companies hold for program graduates. R.C.A. held such a banquet at the close of their program, which provided dinner and a small silver bowl to those being honored. Participants prize that bowl as a symbol of their accomplishment. This pride then encourages others to enroll in similar adult programs.

Dear Fellow Employee:

The success of the first In-Plant GED Program has assured the program's continuation this summer. As you may know, the program provides employees with the opportunity to continue their education conveniently in the plant.

Classes will be held in the plant twice a week, each session 1 1/2 hours long beginning the week of June 23, 1969. First shift classes will be held following work from 3:30 to 5:00 p.m. Classes for second shift will precede work from 1:25 to 2:55 p.m., and third shift from 9:30 to 11:00 p.m. For employees working between 8:00 a.m. and 4:45 p.m., classes will be held after work from 5:00 to 6:30 p.m. The length of the course will depend upon the individual's skill and ability.

Would you please complete the attached questionnaire so that we may know your interest in the program. Place the questionnaire in the enclosed pre-addressed envelope and mail on or before Thursday, June 19, 1969.

Any questions concerning the program should be directed to the Training Activity, Extension 3146. If you have received your diploma, please disregard this letter.

Training Activity

/lmh
AGG

R.C.A. Notice to Supervisors

September 16, 1968

To: All Supervisors

R.C.A. Lancaster, in conjunction with the U.S. Office of Education, will be making available adult basic courses which are free to any adult over eighteen (18) who desires to continue his high school education. These courses will center around the basic skills to prepare an individual to take the GED exam (General Equivalency Degree) which is considered the equivalent of a high school diploma.

There are many individuals who were unable to complete the required credit hours necessary to graduate from high school. This situation is not unique in that it is shared by many R.C.A. employees--many of whom are now experiencing an ever increasing need and desire for a high school diploma.

Classes will be held in the plant twice a week starting October 7, each session 1 1/2 hours long. First shift classes will be held following work on Monday and Wednesday from 3:30 to 5:00 p.m. Classes for second shift will precede work on Monday and Wednesday from 1:25 to 2:55 p.m., and the third shift on Monday and Wednesday from 9:30 to 11:00 p.m. For employees working between 8:00 a.m. and 4:45 p.m., classes will be held after work on Monday and Thursday from 5:00 to 6:30 p.m. The length of the course will depend upon the individual's skill and ability.

Any questions concerning the program should be directed to the Training Department on Extension 3147. Your support will be appreciated.

R.G. Mason
Training Specialist

/lmj

COUNSELING

Counseling services are available to participants in Intermediate Unit 13. These services consist of information dissemination regarding continuing education either in academic institutions or in the vocational-technical school. Unfortunately, as expressed by some participants, both in the program now and some who recently completed the General Equivalency Development as well as some who completed the General Equivalency Development four or five years ago, career guidance is not available. Some participants felt that they would like to explore other careers but that they needed direction in identifying careers commensurate with their strengths, limitations and interests.

* Teachers in the project offer advice and refer students to appropriate agencies in the community. However, these activities appear to provide limited career counseling services. Pursuing another career now or later, perhaps even after retirement, is a strong possibility for some participants.

The certified counselor for all Intermediate Unit 13 programs, works full-time as an elementary school counselor in the local school system. He visits the sites and offers professional services as his time allows. He too refers participants to agencies which offer counseling services. He does much telephone counseling with both participants and teachers.

The curriculum, although basically geared toward General Equivalency Development, includes built-in components in the area of human growth and development.

During the year, in-service workshops are held. One of the purposes for these workshops is to update, modify or redirect the curriculum. The counselor and the staff have an opportunity for input to help make the curriculum counseling oriented toward life coping skills in the instructional program.

Pre-GED tests are administered. Shortly after enrolling in the class, diagnostic tests in reading (Gates, ABEL, etc.) are administered for level placement purposes. Staff-developed math tests are also administered for the same purpose (see Procedures and Materials).

OUTSTANDING AND UNIQUE FEATURES

The most outstanding feature of this cooperative adult education effort is the aggressive leadership provided by the director and the highly committed staff. Mrs. Royce makes

contacts with industry leaders and gets their support just as she wins support from the State of Pennsylvania, Department of Education.

This strong leadership is carried through by a committed staff made up of part-time teachers who work in other jobs full-time and yet give considerable effort to those cooperative programs. As an example, these staff persons make visits to participants' homes if they stop coming to class. This personal interest, which goes beyond the classroom, is the primary reason that retention in the programs is maintained between 85-95%.

A second outstanding feature is the overall commitment of area businesses and industry to the total adult education effort of Intermediate Unit 13. An example of this commitment is a scholarship funded by the industries which goes to an outstanding graduate of one of the General Equivalency Development programs. These scholarships are of \$1000.00 and can be used by the recipient for whatever further education he or she may choose.

A final unique feature of this overall cooperative adult education effort in Lancaster and Lebanon counties is the unique population it strives to serve. As was noted before this area contains a large population of Mennonite and Amish persons. They are often educationally disadvantaged not due to a lack of ability or resources, but rather because their backgrounds do not encourage education beyond the basic levels. Thus, when they enter local industries they don't have the skills or secondary school diploma possessed by their co-workers. Thus, the need for the General Equivalency Development program arises.

Beside the general lack of education, this population presents another problem. There is a general reluctance on the part of many of these people to go to a school building for General Equivalency Development training. Thus, the program offered in an industry breaks this barrier and permits attendance of these groups.

An interesting condition arose early in the offering of the program at Moyer Company. A couple of the participants, it was learned, were actually teachers in the private Mennonite elementary schools. Soon a rapport developed between these special participants and the program staff. After the regular class had finished, these people stayed and received help in preparing their lesson plans for use in the Mennonite school.

Another special group this Intermediate Unit seeks to serve is the non-English speaking community in the area. A special report on the "English, Your Second Language" program at Sperry New Holland Company follows. With this, and the other programs offered by the Adult Education division of this Intermediate Unit, it certainly has to be regarded as one of the most wide ranging cooperative efforts in the country.

SPECIAL REPORT ON ENGLISH AS A SECOND
LANGUAGE COOPERATIVE PROGRAM

The English as a Second Language project is a joint effort between the Pennsylvania State Department of Education's Adult Basic Education Program, the State Center for Research and Development in English as a Second Language and Health, Education and Welfare under Elementary and Secondary Education Act funds from Titles I, III and VII and locally, Intermediate Unit 13.

The building is provided by the Sperry Company located in New Holland. The company also provides some equipment and some services, i.e., photograph service for news releases and publications.

The quality of the staff is most impressive. They appear enthusiastic about their work and feel gratified at seeing some immediate rewards for their efforts. Some advantages of being affiliated with an industry were expressed thus:

1. It is good public relations for the program. The prestige of the company will also give prestige to the program.
2. Some of the enrollees can be hired by the company and placed in distinguished positions such as translators, liaison persons, personnel interviewing, etc. or even sent to foreign countries where the company is operating.
3. Total services are free to adults.
4. Adult classes are offered on industry premises--not in a school location--at a time convenient for the students (i.e., 11:00 a.m. to 2:00 p.m. for persons working 3:00 to 11:00 p.m. shift).

Inconveniences listed were minimal, such as having to abide by company regulations--keeping the driveways clean, no big sign posting, etc. It is worthy of mention that this is the only such project in the entire state of Pennsylvania and because of this, services the entire state.

The library provides lending services to the entire state. It contains teacher educational materials, student educational materials, cultural materials, films, video tapes, handouts, art

files and books which list in the back cover a listing of the publishing company, the date purchased and the price. Credit is given to authors of articles reprinted.

Most of the materials which have been developed are in Spanish since there is a large population of Puerto Ricans (about 10,000 in the Lancaster-Lebanon area) and several hundred Columbians. However, teacher training in English as a second language is offered to teachers who feel a need for such training. There are also some Greek settlements in the area. These people need proficiency in English. Now the area is preparing to receive about 15,000 Vietnamese whom the Federal government is temporarily locating in this region.

A mobile learning-lab van was purchased about a month ago. Its basic purpose is twofold:

1. to display educational materials
2. for teacher training

The van will travel throughout the state with a member from the Center.

Mr. Jon Jones, a doctoral candidate at the University of New Mexico (and a bilingual) is working at the Center under a three-year grant. His basic assignment is to develop tests for various purposes and to use tests already developed, for diagnostic and placement purposes. Such tests as the "Carroll Listening Comprehension," the "Inter-American Series of General Ability and of Reading," "Abilidad General Y Lectura," are currently used. Mr. Jones expressed concern over the fact that these tests do not offer a reading level (i.e., 3.6) which is almost insisted on by the local school personnel when bilingual children are placed in the school after a period at the English as a Second Language Center. Mr. Jones is now working on developing a test instrument which may indicate reading ability by grade level.

There are many programs developed, each to suit the needs of a particular group in a particular situation.

Another unique service of the English as Second Language Center is the community services it offers. Under the able direction of Mrs. Gilma Kreider, a Salvadorian, married to a local man, and with the assistance of Mrs. Miller who is almost a complete bilingual, having spent many years in Honduras and other Latin American countries, the community liaison outreach program serves the materialistic needs of many bilinguals. Such needs as medical, clothing, employment, law enforcement and education are brought to the Center where help is given. Most of

these are self-referrals having heard of the Center from friends and/or relatives. When these services are provided, the community liaison representative (Mrs. Kreider or Mrs. Miller) will suggest enrolling in the Center. Much recruiting is done this way.

A visit to a class of Columbians was most gratifying and informative. The students seemed happy with the materials used in class, with the hours of instruction and, most of all, with the teacher whose dedication, patience and warmth they all acclaimed. Self-development and better self-concept were personal reasons for enrolling in the class. A need for better communication in English, in and out of the job setting, a need to belong and be accepted by the community were other reasons expressed. Some are interested in becoming American citizens, others are not. Sentimentally they are attached to their native country (Columbia) but realistically they are aware of the opportunities they have in this country. Mostly, they are grateful for this educational opportunity which to them proves that someone does care, that they are regarded as individuals who can become productive and contributing members of society. This makes the Latin pride surface!

SITE TEAM MEMBERS
VISITING
LANCASTER, PENNSYLVANIA

May 27-30, 1975

CONSULTANTS

Mr. Vincent A. Miller
Administrative Center
General Manager, Consumer
Affairs Training
Whirlpool Corporation
Benton Harbor, Michigan 49022

Mr. James Miller
Assistant Director
Division of Federal Assistance
Programs
933 High Street
Worthington, Ohio 43085

Dr. William D. Dowling, Professor
Ramseyer Hall, Room 160
29 West Woodruff Avenue
The Ohio State University
Columbus, Ohio 43210

Mr. Del Valdez
Admissions Counselor
Albuquerque Technical-Vocational
Institute
525 Buena Vista, SE
Albuquerque, New Mexico 87101

Project Staff

Mr. James Granger
Assistant Director
Cooperative Adult Education Project
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

REPRESENTING

Industry and American Society
for Training and Development
(A.S.T.D. Past President)

State Department

University Adult, Vocational
and Continuing Education

Counselor and Past Member of
the National Advisory Council
for Vocational Education

The Center for Vocational
Education

SITE VISIT REPORT

MARTIN TECHNICAL INSTITUTE AND WEYERHAEUSER COMPANY

COOPERATING AGENCIES:

Industry:

Weyerhaeuser Company
North Carolina Region

Weyerhaeuser Training Center
Plymouth, North Carolina 27962
Ms. Johnsie Perkins
Ms. Nancy Perry

State Affiliated Agency:

North Carolina Community
College System

Martin Technical Institute
Williamston, North Carolina
Mr. Tom Ward

Weyerhaeuser Company in the North Carolina Region has provided, with the support of the North Carolina Community College System, learning facilities for its employees at the Plymouth, Lewiston, New Bern, and Jacksonville plant sites. This report covers the operations and development of the Learning Center at Plymouth with the cooperating efforts of Martin Technical Institute. The learning facility at Plymouth was the first to be started and is the largest center in operation. Attached is a list of the learning centers and the respective community colleges.

COOPERATION

Industry:

- Provides facilities at Weyerhaeuser plant sites in the state
- Provides some hardware materials
- Reimburses students in off-time hours and allows some students hours off during work time

State Affiliated Agency:

Community College or
Technical Institute

- Pays 50% of instructor salaries
- Provides software materials and some hardware

Industry:

- Pays 50% of instructor salaries

State Affiliated Agency:

- Conducts staff development workshops through State Department of Community Colleges

Other learning centers located at the North Carolina Weyerhaeuser plant sites:

Lewiston Learning Center
Sharon Newsome, Instructor

New Bern Learning Center
Martha Rutherford, Instructor

Jacksonville Learning Center
Judi Marsh, Instructor

Roanoke-Chowan Technical Institute
Ahoskie, North Carolina
Bill Harrell, ABE Director

Craven Community College
New Bern, North Carolina
Dr. Mike Henderson, Dean
of Instruction

Coastal Carolina Community
College
Jacksonville, North Carolina
Charles Lancaster, Director
of Learning Labs

Purpose

To make available to every interested employee additional education geared to the individual's expressed goals and developed on a personal basis.

BACKGROUND

Program Development

Early in 1968, Weyerhaeuser management recognized a need for adult basic education for some of its employees in the Woods and Wood Products divisions in Plymouth, North Carolina.

In the Woods group, there were lead-men (working crew leaders) who had tremendous natural ability, but not enough formal education to handle time cards, written work orders, etc. effectively. The obvious need for this group was to provide these specific skills for these few employees.

In the Wood Products group a rough survey was made which determined that the educational level of this group was very low.

So these two divisions of the Plymouth complex were the first to begin looking at adult basic education for their employees.

The managers went to Martin Technical Institute to see how they could cooperate in this educational effort. (Note: The North Carolina Community College System has the responsibility for all adult education including Adult Basic Education and General Equivalency Development within the state.) However, the first need expressed to the Institute by the managers was to provide basic education.

The first classes were started in 1968 with Ms. Sarah Gaylord serving as teacher. The foremen's lounge and the plywood superintendent's office were used as classrooms. The class was scheduled for three months; all students started and ended at the same time. There were thirteen employees enrolled. These participants were nominated by their supervisors. Sarah Gaylord was the teacher. Her salary was paid 50/50 by Weyerhaeuser and Martin Technical Institute. Classes were held five days per week from 4 to 6 p.m. The duration of this first program was October 1968 through December 1968.

At the end of the first three-month class, it was decided that the program had enough visibility and acceptance to publicize the next class offering on the company bulletin boards. An enrollment of five or six additional persons was expected, but on the designated enrollment day, forty-five persons applied.

It was at this time that a steering committee composed of representatives from each plant in the Plymouth complex was formed. The steering committee resolved problems such as space for classes, recruitment of new students, and follow-up on anyone who withdrew from the classes.

With forty-five students the most serious problem was classroom space. A company trailer which had been used for a temporary office was freed for classroom use. This trailer was about ten feet by fifty feet and divided into two rooms. Another immediate problem--the hiring of a second teacher--was also promptly resolved.

It was also at this time that the instruction was changed to total adult basic education and General Equivalency Development. The program continued in this manner until 1972. At this time, it was decided that educational offerings could benefit more employees if it were made available on a full-time basis.

In September of 1972, Sarah Gaylord became director of the Learning Center. By early 1973 enrollment had grown too large for one instructor and too large for the facility. In July 1973

Ms. Johnsie Perkins was hired. In 1973 a double-wide trailer was purchased and the existing trailer was attached.

In January 1974 Sarah Gaylord was hired by Weyerhaeuser Company as North Carolina Region Training Manager. Johnsie Perkins took over as Director of the Learning Center. Ms. Nancy Perry was hired to fill the Perkins' vacancy.

Within this Weyerhaeuser region the learning centers have expanded to other locations in Lewiston, New Bern, and Jacksonville.

Weyerhaeuser sponsors other adult programs and the teachers from the learning center cooperate in these activities. Some examples are:

1. Clerical Training Program

In an effort to upgrade the quality of clerical employees at Weyerhaeuser, all clerical applicants are given the opportunity to use the learning center to "brush-up" on secretarial skills used in typing, office machines and other secretarial procedures. The applicants voluntarily take proficiency tests in these areas to determine whether or not they need to review. In this way, many persons are able to secure positions for which they would otherwise be unqualified.

2. Other classes in safety, technical report writing, etc. are held at the center as a cooperative effort between Weyerhaeuser and the Martin Technical Institute when the need dictates.

ROLES AND RESPONSIBILITIES

Weyerhaeuser Company provides the following financial support for the cooperative program at the Plymouth plant.

1. Fifty percent of staff salaries. This is paid at the beginning of each fiscal year to Martin Technical Institute.
2. Space--the company provides a trailer complex which houses the center. Learning Center staff helped in the design of the trailer complex.
3. Utilities for the trailer complex.
4. Custodial services and other maintenance.

5. Some instructional materials.
6. Some of the instructional equipment
7. The General Equivalency Development series Your Future Is Now including the playback equipment.
8. Payment to employees for attendance up to ten hours per week.

Martin Technical Institute (MTI) provides 50% of the staff salaries. This money is derived from the following:

1. 25% from Adult Basic Education funds
2. 25% from the continuing education budget (general operational budget) which is state tax money.
3. Most of the instructional supplies and equipment.
4. In-service Training provided by the state regional staff development project.

Labor Unions

There are four (4) AFL/CIO affiliated labor unions involving plant employees. The unions have not been actively involved in the program; however, they do support the Learning Center and some of their membership have taken advantage of the program. Labor unions include:

OPEIU

Office and Professional Employees International Union
Local #354

UPIU

United Paper Workers International Union
Local #1423
Local #1356 Unites #1 and #2

IUOE

International Union of Operating Engineers
Local #415

IBEW

International Brotherhood of Electrical Workers

Local #1183

PARTICIPANT REACTION

Certainly this program is meeting the individual needs of the participants in contrast to the meager school experience of their earlier years. The significant feature is a personal one-to-one approach that eliminates comparison of progress to that of one's peers. As one man said, "There is nobody pushing me," and another expressed it in picturesque reference to the two or three years he had been in school as a child, "Nobody is pulling my ear."

The facility resembles a library or a laboratory rather than a formal classroom, and counseling is not boxed off as a specialty of its own. There are a minimum of schedules to meet and the two instructors work in a one-to-one manner with the participants.

Group situations have behind them something more than learning. For instance, Ms. Perry was observed teaching eight men in a group basic math skills. However, she was also using techniques to bring out students who were inclined to be withdrawn socially.

In discussing the program individually with a representative number of the participants it was apparent that their personal satisfactions were just as varied as their schedules of attendance and their age. For instance, there was the ninth grade dropout recently returned from military service who now found renewed interest in school, enthusiastically proclaiming, "Now I'm going all the way."

Another introduced himself as the "lead man" in a shift of workers in the plant. He was not able to read the note of directions left him by the foreman, nor was he able to write one in return as he later finished his stint. This was his goal.

And there was the learner of about age 55 who had just completed copying a page of words, as proud of his penmanship as he was in reading the small book from which he copied them. In turn he indicated that in the evening he and his wife would read the daily paper aloud together, she having completed the elementary school, he having dropped out in the second grade.

In the case of the man who was proud that he could now read some Shakespeare, it was as though he had now removed a shadow of guilt, having dropped out of school when the elementary teacher had included works of that author in the curriculum.

A significant factor in the popularity of the learning center is the informality that is evident in the availability of coffee, soft drinks and the permission to smoke.

NEEDS ASSESSMENT

The survey team was told that there was no reason for a formal needs assessment to be made when the program was first started. Two managers had specified needs, i.e., to teach some employees to read and write. It was general knowledge that there were many employees who could not read or write or figure simple mathematical problems.

The Adult Academic Achievement Committee, which was the advisory group functioning in the early part of the program, conducted a survey of needs. The supervisors surveyed their employees to compile information about educational levels. The average educational level of workers in Wood Products including supervisors was third grade. The illiteracy rate was 33%. People who were running equipment couldn't read operating or safety instructions, etc.

In a recent group of twenty-eight attending the Learning Center, the averages on diagnostic instruments were:

1. Highest grade attended in school 6.6
 2. Slossan scale 4.3 (rating according to grade level)
 3. SRA Math level 2
 4. SRA Reading level 3
 5. Age 39
- } Not rated according to grade level. Attached is a breakdown of the different levels on each SRA index

The personnel department has determined that the minimum education needed to operate effectively in the various areas is: Woods--sixth grade; Wood Products--sixth to eighth grade; Fiber Products--eighth to tenth grade.

The Weyerhaeuser program was the first of its kind in the area. There was no background or support information available locally.

OBJECTIVES

There are no written objectives for the program. However, the project resulted from very specific goals and purposes that the Weyerhaeuser representatives had identified in relation to employees' needs of reading for safety and instructions on the job. Basic objectives were to provide employees opportunities to improve their reading and math skills in order to assist them to function better in their present jobs and to enable them to become eligible for promotion.

The original goals and purposes formulated in the initial phases of the project remain in effect. There have been no recent changes and/or redirection of the project that exist in written form.

The objectives are geared to the needs of Weyerhaeuser employees and the general public that enrolls. Martin Technical Institute is able to provide Adult Basic Education opportunities for adults in the Plymouth community. Instruction ranges from programs for the non-reader to preparation for the General Equivalency Development Test. The program also provides post General Equivalency Development and other skill training opportunities.

Specific stated goals include the need for many employees to keep accumulative records, reports, time cards, read memos, instructions and operating procedures. Hence the improvement in safety was an implied goal.

Program objectives (goals) as a whole, have for good reasons remained the same. However, ~~communications between Martin~~ Technical Institute and Weyerhaeuser are such that the basis for redirection is present. Individual learner objectives are very flexible. Each student has a program geared to meet his interests, needs, and abilities.

Industry supervisors and educators have worked together from the very beginning in establishing program objectives. In the beginning stages a steering committee was appointed. The committee was composed of representatives from each plant in the Plymouth complex. This group was called the Adult Academic Achievement Committee and was appointed by the mill manager who expressed the need for the development of a comprehensive program for employees. The steering committee performed a variety of functions including: (1) surveying employees for educational needs, (2) locating space for classes, (3) student recruitment, (4) student follow-up, (5) public relations and (6) in-house communications. Industry representatives from the plant manager on down have been involved in establishing direction for the program.

STAFFING

The staff consists of Johnsie Perkins and Nancy Perry. Both serve as instructors. In addition, Ms. Perkins also serves as administrator of the program.

Ms. Perkins has just received an M.A. in Education with concentration in Adult Education. Ms. Perry has a B.S. in Business Education. Both have had in-service experiences provided by the state and have taken courses in adult education at East Carolina State University. There is no formal in-service learning program for staff but they do attend various professional meetings such as the North Carolina Community College Adult Educators Association. Ms. Perkins is a member of the national and local chapter of the American Society for Training and Development.

A job description is included in the Appendix. As noted, Ms. Perkins' duties go far beyond the administration of Adult Basic Education/General Equivalency Development programs.

PROCEDURES AND MATERIALS

Most of the materials are commercially produced and marketed as being at the adult level. A listing of the major materials used is included in the Appendix. It represents a significant sampling of current commercial materials which are available.

The physical facilities have been specifically designed for this program. They consist of three trailers which are connected to form a single unit. The trailers are located on Weyerhaeuser property, but outside the plant gate. The trailers are air conditioned and well lighted. There is provision for individual study, small groups around a table (4-5) and larger groups (15-20). This facility directly relates to the materials used in the program, essentially workbooks for individual work.

Individualized instruction is provided through workbooks and programmed instructional material coupled with audiovisual materials. In many cases, the learner has the option to choose from a variety of workbooks and programmed instruction material. The program is not time restricted. There is complete open-entry and open-exit. The time each day is flexible with the center officially opening at 8:00 a.m. (Some students arrive at 7:00 a.m. and work independently until the staff arrive.) It is open until 5:00 p.m. each day except Tuesday when it stays open until 8:00 p.m. The Weyerhaeuser work shifts are (1) 7:00 a.m. to 3:00 p.m., (2) 3:00 p.m. to 11:00 p.m. and (3) 11:00 p.m. to 7:00 a.m. As a result, the Learning Center fairly well covers

all shifts. In the case of the graveyard shift, the facility is available as the shift ends; usually, learners use the center either just prior to or just after shift change.

Since the Learning Center is a partially state-funded program, the materials cannot be related to a particular employee or company.

The participants' objectives are not stated in behavioral terms. Rather, the participants tend to set objectives in terms of general areas such as reading or arithmetic. Some participants do identify obtaining the General Equivalency Development as an objective.

The program uses a series of diagnostic tests (list included in the Appendix). In addition, the workbooks which are graded serve as additional placement mechanisms.

In addition to individualized instruction, there is also provision for group instruction. This occurs in a variety of ways. One of the instructors may find that four or five or the learners, who are in the center at the same time, have a common need. They would then be called together for a group session. At certain times, general films are shown for any learners who wish to attend. These tend to be on areas such as alcoholism, consumerism, etc.

PRE-PLANNING

The pre-start up activities included industry's request to Martin Technical Institute for assistance in providing basic education for employees in 1968. Industry personnel asked for an instructor to "teach" Adult Basic Education to employees. No formal survey or data gathering efforts stimulated the request by industry.

From the initial request in 1968, with thirteen employees, the program has expanded to a comprehensive learning center offering basic and advanced educational assistance to Weyerhaeuser employees.

Weyerhaeuser managers (Mr. Falconer and others) contacted personnel at Martin Technical Institute for assistance in providing basic education for adults. Through the continued support of Weyerhaeuser managers, supervisors, superintendents and foremen the program has expanded to its present size.

An eighteen-page report prepared by Learning Center staff, titled "Adult Academic Achievement Program," documents the

historical development of the Weyerhaeuser Learning Center. This report reviews the reasons for developing the program, phases of program development and commitment of industry management to the support of the program.

At the time the program was started in 1968, labor organizations were not involved in the pre-planning activities.

The Martin Technical Institute was the single community agency involved in the pre-planning activities.

FUNDING

Weyerhaeuser provides three connected trailers which make up the Learning Center. The center is located on industry property near Plymouth, North Carolina which is heated/cooled and carpeted. Industry provides some hardware (e.g., TV teaching machine and other items), pays 50% of the two instructor salaries and reimburses employees up to a maximum of ten hours per week for their participation in the program.

Martin Technical Institute provides student materials, pays 50% of the two instructors' salaries and through the State Community College System conducts staff development workshops and provides technical assistance when necessary. Student (employee) enrollment hours are reported by Martin Technical Institute to qualify for reimbursement on an full-time equivalency basis for the State Department of Community Colleges in Raleigh, North Carolina.

Employees keep their own attendance hours on time cards located in the Learning Center. This data is then reported to Weyerhaeuser and Martin Technical Institute for reimbursement purposes.

There is no written contractual agreement for the program between the cooperating parties. The Learning Center is open to Weyerhaeuser employees and other local residents. A "gentlemen's" agreement for resources, personnel and facilities has been made between the cooperating agencies.

Employees do not pay for any portion of the instructional cost of the program; however, they do pay three dollars for the General Equivalency Development Test fee. Employees are given some reimbursement (up to ten hours at their current salary rate) by the company for their participation. In addition, the General Equivalency Development portion of the program has been approved for paying veteran educational benefits.

Weyerhaeuser and Martin Technical Institute provide all necessary resources for the program on a joint (50/50) basis. No "in-kind" resources are provided by other agencies.

ADMINISTRATION

Overall responsibility for the program resides with Mr. Tom Ward, Dean of Continuing Education at Martin Technical Institute. Depending upon the nature of the contact either Mr. Ted Falconer, Wood Products Manager or Mr. Ed Benson, Personnel and Administrative Manager would be the contact at Weyerhaeuser.

Mr. Tom Ward, Martin Technical Institute has final selection of staff, budget and other program related managerial responsibilities.

Ms. Johnsie Perkins has the overall responsibility for day-to-day operations at the Learning Center.

Much of the administrative responsibility is communicated and resolved on a verbal basis as part of the day-to-day operations and planning process. Some information (student hours/week) is included as a part of the application for funds submitted by Martin Technical Institute to the Department of Community Colleges. It is apparent that the cooperative parties fully understand their respective administrative roles.

The Learning Center staff (Ms. Perkins and Ms. Perry) provide counseling (academic and personal) to student employees as a part of their overall program operations.

There is no advisory committee functioning at this time. The steering committee was disbanded because it was felt it had served its purpose.

There was no information available relating to cost per student or cost per program component.

It was agreed that Martin Technical Institute has the responsibility for selection and employment of staff. It was implied that representatives from Weyerhaeuser were given an opportunity to approve the person selected to be the director of the Learning Center. Again nothing was in writing regarding these procedures.

Staff development opportunities are announced to the staff in memo form from the Department of Community Colleges and from Martin Technical Institute.

Student paper work is kept to a minimum although some written forms are required. Students complete registration forms, data cards, record contact hours, and complete other information that is deemed necessary. Test data is recorded and is a part of the teacher file that is kept on each student. Interviews and informal tests are a part of the orientation and diagnostic process.

JOB PLACEMENT

There is no job placement factor involved in the program.

Job openings are posted throughout the plant. Jobs at Weyerhaeuser are generally filled on a seniority basis. Employees can bid on the various jobs as they become available. Of course, having the basic skills in reading, writing and computing are essential prerequisites for most all jobs. In this respect the program has a direct bearing on promotions.

COMMUNICATIONS SYSTEM

The Learning Center staff communicate with the managers for various operations, e.g., Fiber, Wood Products, Woods, Raw Materials, Expansion, Personnel and Administration and others. These managers have held meetings for their superintendents, area supervisors and foremen explaining the Learning Center and services available to employees.

Managers, superintendents, area supervisors, and foremen pass information about the Learning Center on to employees. Safety meetings are held in the Learning Center to expose the center's resources to employees. Word-of-mouth and tours are the main methods of communicating the center to employees. Participants have access to their educational records.

The program is also communicated to employees via "Mill Notices," the Loblolly Digester (a Weyerhaeuser newsletter) posters on bulletin boards, Learning Center posters, radio and television.

Formal communications between the center and Martin Technical Institute are maintained for reporting attendance. Informal communication procedures (e.g., telephones, memos, etc.) are utilized between the center and industry personnel.

Communications beyond the cooperating parties to the local community and employees include the "Weyerhaeuser Hotline," television and news releases.

EVALUATION

There is no formal evaluation of the program. The prime criteria for success is achieving a satisfactory Adult Basic Education level or receiving the General Equivalency Development. Since 1970, over sixty-four persons have received their General Equivalency Development.

There are no provisions for internal evaluation except for reporting contact hours to the Martin Technical Institute. Externally, Tom Ward (Dean of Continuing Education, Martin Technical Institute) is conducting a doctoral research project under the direction of the University of North Carolina entitled "An Evaluation of an Industrial Adult Basic Education Program."

Program spin-offs have been identified. These usually are in the area of continuing education for the learners. After completing Adult Basic Education they feel confident in going on for General Equivalency Development. Some General Equivalency Development graduates have gone on to a technical institute or community college. Students enjoy taking their instructional materials home.

ACCEPTING/SCREENING PARTICIPANTS

Unique to this program is the fact that there are no applications, nor screening of participants. All employees are accepted who are inclined to enter. This unique voluntary system has led to the expansion of the trailer type building in the recent past, a practice that will be followed when necessary in the future.

Recruitment as a concept is not really applicable to this program. Word-of-mouth is a better description, the foreman or the supervisor on this or that level make it a point to tell the workers on their shifts. And naturally participants tell their friends.

In the case of the personnel office, during hiring and/or placement discussions, a person may be told he needs some review in math, for instance, and he is informed of the center as a means of this help. The employee who takes advantage of the school is paid the regular hourly wage up to a limit of ten hours a week, or is instead allowed such time off from work.

Sources of recruitment and publicity include bulletin boards, in-house publications, and those in management and the instructional program. Everybody is eligible, and at times a worker is referred to the school for a particular course such as Technical Report Writing that may be an advantage either on the job held or in his/her advancement.

ADVERTISING

The program is advertised to employees as an opportunity to improve their reading, writing and math skills for better performance on the job. Employees are told the requirements for jobs in the plant. Employees are encouraged to improve their skills at the Learning Center so they may bid successfully for better paying jobs within the company.

COUNSELING

Counseling usually offered on a more informal basis, a one-to-one approach provided by the two teachers who don't take time to distinguish between teaching or counseling the person.

The private conference has its normal place in the case of the newcomer who often may enter the door with caution, and thereafter with the student who situation invites it.

Referrals are in turn made to other agencies when desirable. For example, to the company medical center for eye glasses or medical examination, or to the community agencies in the case of consumer problems, the tax office, or the social security office.

OUTSTANDING/UNIQUE FEATURES

A unique feature of this program is the involvement of the Community College in Adult Basic Education and General Equivalency Development. However, the Community College System of North Carolina assumes these responsibilities statewide.

It is felt that the program has enhanced productivity. When questioned about the influence of the educational program on increased performance, manager Ted Falconer suggested that the improvement was probably due to three factors: new machinery, education, and higher morale. The Weyerhaeuser Company, at this location, is producing as much in 1975 as they did in 1968, but with 34% less workers.

There has been an improvement in safety statistics. According to safety engineer Robert Revel, many accidents are now prevented from happening because the workers can read safety and operating instructions.

The interest of top management in the program is a factor in its success. Regional Vice President, Mr. Keith Lamb, and all of his managers seem to have a great interest in the project. For example, it is not uncommon for Mr. Ted Falconer, Wood Products Manager, to come to the Learning Center and visit with the students asking them about their progress.

The leadership of the Learning Center including Ms. Perkins, Ms. Perry and Ms. Gaylord are unique to the cooperative program. The staff members have been provided facilities and administrative support by both cooperating parties.

Another unique feature is the utilization of safety requirements, emphasis on increased production and the importance of the individual for a coordinated educational program.

APPENDIX

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POSITION: Weyerhaeuser Training Center Director

Job Duties:

1. Coordinating and instructing ABE and GED programs
2. Developing job-related programs for company employees i.e., secretarial training, and plant engineering training
3. Acting as a resource person for company employees; directing attention to available educational programs in the area and location and availability of requested materials
4. Assisting employees in furthering their education in technical schools and universities
5. Setting up requested extension courses with Martin Technical Institute
6. Assisting personnel and management in employee evaluations for promotion and permanent employment
7. Providing counseling services for employees
8. Selecting and procuring needed materials and equipment for the Training Center
9. Recruiting students and working with management to facilitate workers' attendance to Training Center
10. Providing information concerning the development and programs of Weyerhaeuser Training Center to interested persons and institutions

MAJOR ADULT BASIC EDUCATION MATERIALS

Reading

Learning 100 Program - EDL

Phonics in a Nutshell - Educational Electronics, Inc.

The New Streamlined English Series - Laubach, Kirk, Laubach

Reading for a Purpose - Educational Opportunities Division

From Words to Stores - Noble's Adult Basic Education Series

Language Skills Development - Mind, Inc.

Adult Readings - Reader's Digest Educational Division

Specific Skills Series - Barnell Loft, Ltd.

Wordcraft - Vocab, Inc.

Adult Reader - Steck-Vaughn Company

I Want to Read and Write - Steck-Vaughn Company

Steps to Learning - Steck-Vaughn Company

Working with Word Patterns - Steck-Vaughn Company

Read to Learn - Steck-Vaughn Company

You and Your Money - Steck-Vaughn Company

Reading Program - Sullivan Company

Reading Technology - Mind Corporation (viewer and cassette tapes on phonics)

Words and Patterns, Levels A-D, Science Research Associates

SRA Reading Laboratories, I-IVa, Science Research Associates

Aud-X and Controlled Reader - EDL

How to Read Better - Steck-Vaughn Company

Building Word Power - Steck-Vaughn Company

Math

Figure It Out, Book 1 and 2, Follett Educational Corporation

Steps to Mathematics - Steck-Vaughn Company

Basic Essentials to Mathematics - Steck-Vaughn Company

Working with Numbers - Steck-Vaughn Company

Fraction Bars - Bennett-Davidson

MAJOR MATERIALS USED FOR
GENERAL EQUIVALENCY DEVELOPMENT PREPARATION

Basic Essentials of Mathematics, Part I & II, Steck-Vaughn

Algebra, Book One, Steck-Vaughn

General Education Series

Learning Our Language, Book I & II, Steck-Vaughn

High School Equivalency, General review for the exams on:

Mathematics

Effective Expression

Reading Interpretation

Publisher: Learning Technology, Inc.

Cambridge Pre-GED Program

Cambridge GED Program (all five GED subjects)

Career Advancement Program, General Learning Corporation

"Your Future Is Now," tapes and playback equipment

English 2200, 2600, 3200, A Programmed Course in Grammar & Usage

American History Study Lessons

The Living History Book (and tapes)

CONSUMER MATERIALS AND JOB-RELATED MATERIALS

New Readers Press - BE INFORMED SERIES

Chapters on: Personal Credit
Buying an Auto
Owning an Auto
Buying a House
Personal Insurance
Renting a House
Finding a Job
Reading your Newspaper
Taxes
Banking

Grolier Education Corporation, Modern Consumer Education (Kit)

Sections on: Food, Clothing and Shelter
Cars, Furniture and Appliances
Protecting Family Health and Security
You and the Law
Ways to Handle Money
Ways to Shop

Educational Systems, The World of Work: Part.1, On the Job

DIAGNOSTIC TESTS

Basic Essentials of Mathematics (Steck-Vaughn)

Slosson Oral Reading Test (Slosson Educational Publications)

Adult Reading Placement Inventory (Learning Labs Associates, Inc.)

English Grammar Placement Inventory (Learning Labs Associates, Inc.)

Math Placement Inventory (Learning Labs Associates, Inc.)

SRA Reading Index (Science Research Associates)

ABE Student Survey Forms (Follett)

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PLYMOUTH, NORTH CAROLINA

June 1-4, 1975

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